

PARENTAL INFLUENCES ON THE ACADEMIC
ACHIEVEMENT OF THE SEVERELY
EMOTIONALLY DISTURBED
ADOLESCENT: A NEEDS
ASSESSMENT

By

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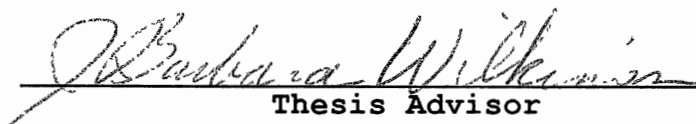
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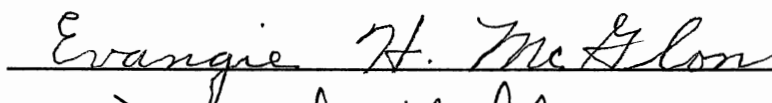
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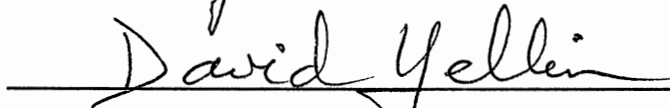
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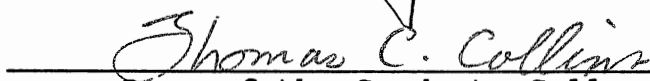
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CHAPTER I

INTRODUCTION

Organization of the Study

This study includes Chapter I: the organization of the study, Chapter II: a review of relevant literature, Chapter III: methods and procedures, Chapter IV: results, and Chapter V: summary and conclusions. A list of references and the appendixes are included at the end.

Parental Involvement

Educating parents to promote their children's welfare and development dates back to the 1800's, when interested advocates developed a variety of parent education programs that have been offered through a variety of institutions. The concept of educating parents developed from the theory that parents are the first and most impressionable teachers (Brim, 1965). It has since been accepted that, in order for students to develop their fullest potential, parents and educators must promote the collaboration of informal and formal education (Berger, 1989).

Researchers, practitioners, and policy makers have begun to emphasize the importance of parent involvement as a component of effective education. The acknowledgements of the importance of parent involvement are based on research

findings accumulated in the '60's and '70's that revealed that students have an advantage in school when their parent encourage and support their school activities. The evidence is clear that students gain in personal and academic development if their families emphasize schooling, let the students know they do, and do so continually over the years (Epstein, 1988).

The '60's and '70's not only embarked an emphasis of parental involvement, but emphasized an acceptance of the importance of both institutions, parents and schools, as keys to students' educational success. This acceptance was inspired by the observation of successful students. The observations revealed that when parents are involved with the schools, increased learning takes place (Epstein, 1988). Other benefits include a rise in student academic achievement scores, an increase in student attendance, a reduction of student dropouts and an improvement of students' motivation, self-esteem, and positive behavior (Williams and Chavkin, 1985). In agreement with the previous acceptance, Berger (1989) pointed out that, in order for students to develop their fullest potential, parents and educators must promote the collaboration of informal and formal education. In addition, a series of studies investigated by, Bloom, (1981), and Clark, (1983), Dolan, (1980) Dave, (1963), Marjoribanks, (1979), Wolf, (1964), revealed the importance of parent involvement in student education.

In an effort to understand the significance of parent involvement in the educational process, the basic goals of public education have been included and are to:

1. Develop competencies in reading, writing, speaking, listening and viewing.
2. Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (Lewis, Thompson, Hobson, Potts, Williams, 1990, p.9).

In pursuit of achieving the objectives of education, the basic responsibilities of schools and parents have been outlined as follows:

1. SCHOOLS- Communicating with parents about school programs and student progress. Vary the form and frequency of communications such as memos, notices, report cards, and conferences to improve all parents' understanding of school programs and students progress.
2. PARENTS- providing for student's health and safety, preparing students for school, teaching family life skills through the school years, building positive home conditions that support school learning and behavior, and lastly, responding to educators (Epstein, 1988. p.59).

More specifically, Oklahoma has outlined the following as goals of public education:

1. The teaching of the necessary basic skills of

learning and communication, including reading, English, writing, the use of numbers and science; and

2. The teaching of citizenship in the United States, in the State of Oklahoma, and in other countries, through the study of the United States Constitution, the amendments, and the ideals, history, and government of the United States, other countries of the world, and the State of Oklahoma and through the study of the principles of democracy as they apply in the lives of citizens.
3. The teaching of health through the study of proper diet, the effects of alcoholic beverages, narcotics and other substances on the human system and through the study of such other subjects as will promote healthful living and help to establish proper health habits in the lives of school children.
4. The teaching of such other aspects of human living and citizenship as will achieve the legitimate objectives and purposes of public education (Lewis, et al 1990, p. 10).

Part of the interest of this study was to investigate what parents are doing to support the educational process and thus supporting the attainment of public school objectives.

Major studies of the past 20 years have indicated that parents are significant educators of their children and that not even the best school can do the job alone. Among the studies carried out on parental involvement, very little attention has been given to the relationship between home and school beyond the early grades (Safran, 1980).

Advocates of parental involvement assert that it is essential that serious efforts be undertaken to assess and use what is known about alliances between homes and schools serving students at the secondary level. In addition, Rich (1988), maintained that efforts must be redirected to involve families in students' education beyond the school setting. Kochen (1980) revealed in his study the importance of a literate home environment for first grade students and suggested further studies be investigated to assess reading achievement for secondary students. According to Guiang (1980), whose study revealed a high correlation between home environment and achievement with third and fourth grade students, suggested that further investigation needs to be carried out for secondary students. And lastly, Epstein (1988), emphasized the issue of schools maintaining parent involvement across the grades throughout high school.

Statement of the Problem

As a result of research findings, this study began with the premise that it is what parents do rather than who they are that accounts for the academic achievement (Bloom, 1986;

Dave, 1963; and Wolf, 1964).

Among those students needing consistent parental support are those students labeled seriously emotionally disturbed. Seriously emotionally disturbed students (SED), according to McDowell (1982), at the secondary level are needing additional parental support in that they are experiencing adolescence. Many students characterized as SED exhibit such behaviors as disorganization, little or no motivation to learn, poor study habits, inconsistency, and poor language development. These characteristics are incompatible with those characteristics considered supportive of obtaining high academic achievement. Variables considered supportive of high academic achievement confirmed by studies done by Bloom (1981), Clark (1983), Dave (1963), Epstein (1988), Guiang (1980), Marjoribanks (1979), Wolf (1964) include:

1. Consistent work habits of the family.
2. Academic guidance and support.
3. Positive stimulation to explore and discuss ideas and events.
4. Provisions for language development.
5. Promotion of academic aspiration and expectations.

Purpose of the Study

The purpose of this study is to ascertain whether there are significant relationships between the home environment of secondary SED students and academic achievement, income

level and academic achievement, SES and academic achievement, and mean achievement scores of the early adolescent and middle adolescent and to ascertain whether or not parents of this population are needing to be provided with parent awareness training on home educational environmental variables that influence academic achievement. Those home educational environmental variables, as alluded to earlier, include consistent work habits of the family, academic guidance and support, positive stimulation to explore and discuss ideas and events, provisions for language development, and promotion of academic aspiration and expectations.

Significance of Study

If the research supports the need for parental awareness training, and parents are willing to accept and use this knowledge, motivation should increase, self-esteem should increase, attendance should increase, the mental and physical dropout rate should decrease, and thus academic achievement should increase for this population. In addition, possibly interview questions will alert parents of the continued need to be actively involved in their offspring's education for academic achievement (Dave, 1963; Bloom, 1986).

In summary, parents of this population should benefit from the knowledge that consistently promoting home educational environmental variables that are conducive to

facilitating academic achievement will assist their offspring. A final possibility of this study is that parents conclude that the lack of promoting home educational environmental variables consistently may be fueling the emotionally disturbance.

Definitions of Terms

Definition of key terms used in this study include: adolescence, the environment, the educational environment, educational achievement, and the environmental process variables and SED students.

Adolescence, according to Hall (1987), is defined as the period of transition between childhood and adulthood. Generally speaking, early adolescence range between the ages 10 to 13 years of age and middle adolescence range from 14-15.

The Environment, according to Bloom (1981), is defined as the conditions, processes and external stimuli that impinge upon the individual and interact with them. This definition is in agreement with the definition given by Dewey (1938) and Wellman (1939). Dewey (1938) stated that:

There are things in the world that are indifferent to the life activities of an organism. But they are not parts of its environment. The processes of living are enacted by the environment as truly as by the organism; for they are an integration. There is, of course, a natural world that exists independently of the

organism, but this world is environment only as it enters directly and indirectly into life-functions (p. 78).

Therefore, the concept of the environment in the present study includes living beings as well as physical objects and occurrences. Also, the boundaries of the environment are determined by the extent of active interaction between the organism and the outside world.

Home Educational Environment refers to those conditions, processes, and socio-psychological stimuli of the total environment which affect the educational achievement of the student. The educational environment may be present in the school, in the classroom, in the home, and in the community. The educational environment in the home is regarded as a specific component of the total home environment. The focus of this study is entirely on the home environment.

It is necessary to define the educational environment in the home as a specific component of the total home environment for two main reasons. The first reason is that the study of the home environment in terms of its general and global characteristics does not have much functional or diagnostic value. Secondly, according to Bloom (1981) the environment as a totality of forces affecting the individual is complex.

Educational Achievement of the child is defined as his performance on the different academic subjects of study in

the school. The performance is generally estimated by a suitable battery of standardized achievement tests for the purpose of validity and reliability. The terms academic achievement and educational achievement are used interchangeably in this study. The academic achievement is considered as an index of the student's educational behavior.

Home Educational Environmental Variables are described in terms of specific processes and forces, instead of status characteristics (Dave, 1963). They are obtained from the theoretical and research literature on learning, motivation, child development, and other pertinent areas. The process variables are further defined in terms of process characteristics in order to make them more researchable. The procedure for deriving the home educational environmental variables and a complete list of them, including their respective process characteristics, appear later in chapter two.

The Index of Educational Environment (IEE) is a single indicator of the educational environment in the home as obtained from the environmental measurement developed by Dave (1963). The process of arriving at the Index of IEE in the home or, as named by Bloom in 1981, environmental process variables will be discussed later.

Socioeconomic Status of the Family (SES) refers to the income level, occupational level, and educational level of the parents (Bloom, 1981).

Seriously Emotionally Disturbed: The federal definition of the Seriously Emotionally Disturbed is defined as (Federal Register, 1977):

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects education performance:

- A. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
 - B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - C. Inappropriate types of behavior or feelings under normal circumstances;
 - D. A general pervasive mood of unhappiness or depression; or
 - E. A tendency to develop physical symptoms or fears associated with personal or school problems
- (Federal Register, 1977, pg. 6).

Research Hypotheses

Based on the review of literature, the research hypotheses are as follows:

Research Hypothesis 1: There is not a significant correlation between home environmental process variables and academic achievement.

Research Hypothesis 2: There is not a significant

correlation between income and academic achievement.

Research Hypothesis 3: There is a not significant correlation between SES and academic achievement.

Research Hypothesis 4: There is not a significant correlation between grade point average and academic achievement.

Research Hypothesis 5: There is not a significant difference between mean scores of the early adolescent and middle adolescent.

Research Hypothesis 6: There is not a need for parental awareness training based on a needs assessment.

Assumptions

This study is designed on the assumption that achievement is related to parental involvement in the student's educational program. In addition, after referring to the literature on the achievement of elementary aged students receiving education in the regular classroom setting, it has been noted that specific positive consequences occur when the parents are actively involved in their child's educational program. It is assumed that this occurs with secondary SED students as well. Lastly, it is assumed that the results of the analyses are based on

parents answering questions honestly.

Limitations of the Study

This study investigated the effects of home educational environmental variables on academic achievement within one school district utilizing secondary students labeled Seriously Emotional Disturbed (SED). Thus the findings are limited to secondary SED students within one school district. This study also only investigated the influence of the home educational environmental variables on academic achievement disregarding other variables such as self-esteem, motivation to learn, peer influence, and teacher preparation to facilitate learning. An additional limitation includes working with a population of parents of SED students limits the population that could be studied in that making contact with parents by mail or obtaining phone numbers for the purpose of telephone contacts and interviews violate parents rights of privacy; therefore, this study is limited to one school district.

Lastly, this population is made up of primarily boys (27 boys and 3 girls). In an effort to comprehend why exceptional student classes and particularly SED classes are predominantly made up of males, a review of the literature on this topic was investigated in addition to an informal survey of teachers. Safran (1980) found in his study on parent involvement in student's learning in the upper grades that the greatest number of low achievers are males. Shinn,

Tindal, & Spira (1987) concluded from their investigation on special education referrals that most placement decisions are based upon teacher observation of student behavior and classroom performance. It was further concluded that teachers' evaluations were made based upon their varying tolerance levels and some biases existed toward males. Garrido (1990) found in his study on culturally diverse students in the SED classrooms that many male immigrants are placed in the SED setting. His observation was that many male adolescent immigrants looking forward to a period in their lives where they are finally recognized, valued, and admired by peers are forced to deal with non-acceptance of their language and the failure of the schools to meet their needs. It was also noted that in an effort to cope with their disappointment, protect their self-esteem and self-concept, male immigrants in particular tend respond aggressively. This aggressive behavior not being tolerated by most teachers is usually a passport to a SED classroom placement. A final rationale for males as the predominant population in the SED setting offered by teachers teaching in the district, via telephone survey, that most of their referrals for SED placement are given because of late or incomplete assignments, poor or no motivation for learning, and disruptive behavior to include disrespect for the instructor.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purposes of this study are to investigate the effects of home environmental variables on academic achievement of secondary seriously emotionally disturbed students and to ascertain whether there is a need to assist parents in becoming aware of home educational environmental variables that support academic achievement or support students obtaining the goals designed for public education. The variables included in this section refer to work habits of families, academic guidance and support, stimulation to explore and discuss ideas and events, language development, and parental aspiration.

Organization of the Chapter

This chapter includes the nature-nurture controversy, cultural differences in academic achievement, home educational environmental variables, conceptual thinking, learning theory, socioeconomic status, validation of home educational environment variables, a correlation of home educational environmental variables, responsibilities of parents, and a summary.

Nature-Nurture Controversy

In the past, studies related to the problems of nature and nurture have passed through several phases. Each phase has clarified the problems more explicitly, rather than solving them conclusively, and indicated more precise areas for further research (Dave, 1963). The early efforts of Darwin and Galton in attacking the problems in a scientific manner attracted the attention of many geneticist, psychologists, and sociologist who participated in the classical controversy of heredity versus environment (Dave, 1963). Francis Galton pioneered extensive investigations in the field when he published Hereditary Genius in 1869. He emphasized the predominance of hereditary factors in the development of mental abilities. Darwin (1836) looked at the problems from the biological point of view and postulated the selective nature of the organism and its relationship with the environment. James Baldwin (1902) gave a social interpretation to mental development when he observed that the child is born into a system of social relationships just as he is born into a certain quality of air. Baldwin (1902) emphasized importance of the environmental factors in the differential development of human traits by stressing social heredity as distinguished from physical heredity. Although studies undertaken in the early 1900's remained inconclusive as to the problem of settling nature versus nurture, much of this research brought out a very significant observation which set the

stage for another phase of studies regarding nature-nurture phenomena. It was conceded that both genes and environmental factors determine behavioral differences in human beings (Thorndike, 1913; Freeman, 1938; Shuttleworth, 1935). Another phase of studies arrived at the conclusion that there is an interaction of nature and nurture influencing behavioral change (Stoddard, 1940; Skeels, 1940; Wellman, 1940). Stoddard (1940) summarized that it is essential to think of the contributions of heredity and environment, not as mutually exclusive or diametrically opposed, but rather as close-coupled factors whose impingement is mutually interacting. Anastasi (1958) followed up on this finding and pointed out that the nature and extent of the influence of each factor depends upon the contribution of the other. Therefore, it was believed by Anastasi that the proportional contribution of heredity to the variance of a given trait, rather than being a constant, will vary under different environmental conditions.

This study as with Dave's (1963) Wolfle's (1961), and Wolf's (1964) start with the belief that both heredity and environment attributes to the variance in achievement. They also believed that the individual's basic potentiality to achieve academically is a variable within wide limits and its effectiveness is largely dictated by the nature and quality of the educational environment interacting with that individual. The educational environment of concern in this study is in the immediate home of each student. Academic

achievement is an acquired human characteristic, and differential environments seem to be contributing substantially to the variability in achievement among children.

Cultural Differences in Academic Achievement

Large national studies of schools have been executed in seven nations. Again, in each of these studies, the one variable that explains much of the variation in the learning of students is their home environment (Coleman, 1966; Plowdon Report, 1967).

More recently, in the International Education Achievement (IEA) Studies (Walker, 1976), the educational research leaders in twenty-two nations engaged in a cooperative study of the learning, teaching, and curriculum of the schools in their national educational systems. Achievement, interest, and attitudes of these students were compared among and within each of these countries. This research found great educational differences between the countries as well as within each country. These differences were related to the curriculum of the schools and the opportunity given students to learn major ideas and skills in each of the major school subjects (mathematics, science, reading, literature, social studies, and a second language). These differences were also related to teacher competencies and the way in which time in the classroom was used by both teachers and students. In some countries the average

student is actively engaged in learning for over 50 percent of the classroom period. In analyzing the data in different ways, the major factor in explaining the differences among students within each country was the home environment. As was found in the national studies, differences among teachers and schools were relatively small in comparison with the differences among the homes of students (Walker, 1976).

In a study by Taylor and Dorsey-Gaines (1982) where the aim of the study was to investigate the family context in which young Black students living in urban poverty were growing up literate, it was found that race, sex, and economic status could not be used as significant correlates of literacy. Furthermore, the investigation revealed that educational styles of the family shaped the literate experiences of students in this population. Soto's (1988) study further supported home educational environmental variables promoting academic achievement when he compared the home learning environment of higher achieving and lower achieving fifth and sixth grade students in mainland Puerto Rico. Subscales found to be significant were parental aspirations for their child, parental aspirations for themselves, concern for the use of language, parental reinforcement of aspiration, knowledge of the child's educational progress, and family involvement. Finally, in a comparative study of immigrant and involuntary minorities (Gibson and Ogbu, 1991), it was found that achievement was

higher for immigrant students. Gibson's and Ogbu's observations of immigrant families were primarily made up of Turk's in Australia, South Asians in Britain, West Indians in the American Virgin Island, Mexican, Central American, and East and South Asians in the United States. They observed that parents promoted students to develop a strong command of the dominant language, to obtain a good education, and parents demonstrated high educational and vocational expectations. In opposition of immigrant parents, nonimmigrant parents, including Maori's in New Zealand, Burakmin and Koreans in Japan, Crucians in the American Virgin Island, Blacks, Chicanos, and Ute Indians in the Continental United States, were observed to have lower expectations for their offspring's success in school, to be skeptical that their children would have an opportunity to become well educated, and some saw the acquisition of skills and academic learning as inappropriate.

Home Educational Environmental Variables

Much of the research on the relationship between home educational environments and school learning has been sociological in nature (Bloom, 1986). These studies have grouped children on the basis of the education or occupation of the parents, their social class or socioeconomic status, and their race or ethnic background and then related these classifications to the educational achievement of children in school. Most of these studies reveal significant

differences between extreme groups and moderate relationships between these sociological indices and measures of school achievement. While such studies do demonstrate some overall effects of the home environment on school learning, they are not very helpful to schools or parents because they do not give specific clues as to what parents or schools can do to improve learning of particular children. It is obvious that little can be done by schools or parents to change the educational or occupational level of parents, their ethnic characteristic, or their economic level (Bloom, 1986).

More specifically, when the education of parents, occupational status of parents, and income level of parents were combined into what is called socio-economic status (SES), the typical correlation between this index and the children's school achievement was about $+0.30$. When this correlation is squared, SES only attributes approximately 10% of the variance in academic achievement (Dave, 1963). According to Bloom (1986), it has been concluded that the correlation between SES and academic achievement is not very useful in that 90% of the variance in school achievement is influenced by factors other than SES. In addition, the most damaging aspect of the SES variable is that there is little or nothing that parents or school personnel can do to improve the situation at least in a short time.

After addressing the questions: what are the processes and forces in the home environments that tend to produce

variability in the educational behavior among students and what is the extent of the influence of these environmental processes variables interacting with the children in their homes, Dave (1963) and Wolf (1964, p.38) using a different approach to answer the questions found that:

1. The environmental forces produce a multilateral influence on the academic achievement of the student.
2. The environmental forces influence the extent of educational growth directly by determining the nature and quality of educative experiences.
3. Environmental forces also exert relatively less direct influences on educational process by stimulating or stultifying his capacity to learn, his maturation and motivation, and other antecedents of educational achievement.

This different approach of looking at influences on achievement started with the premise that it is what the parents do rather than their SES that accounts for the learning development of their offspring (Dave, 1963). Thus, the home educational environment relevant to educational achievement might be studied in terms of the following process variables:

1. Work habits of the family-the degree of routine in the home management, the emphasis on regularity in the use of space and time, and the priority given to schoolwork over other pleasurable activities.

2. Academic guidance and support--the availability and quality of the help and encouragement parents give the child for his or her schoolwork and the condition they provide to support the student's schoolwork.
3. Stimulation in the home--the opportunity provided by the home to explore ideas, events, and the larger environment.
4. Language development--opportunities in the home for the development of correct and effective language usage.
5. Academic aspirations and expectations--the parents' aspirations for the child, the standards they set for the child's school experiences.

More specifically the following is an extended version of variables listed above by Bloom (1981).

Work Habits of the Family

Some degree of structure and routine in the home is essential for good work habits in the school as well as out of it. According to Bloom (1981), children need to have a time to study, a time to work, a time to eat, a time to play, and a time to sleep. Ideally, there should be some allocation of space in the home for various activities--including a quiet place to study. The Dave (1963) study found that children from homes with clear structure, shared responsibilities, and set routines learned better in school than children from homes where each one did what he wanted

to do whenever he wanted to do it.

Bloom (1981) suggested that it is likely that parents and children can discuss and plan some of the ways in which the activities and habits of members of the family can be improved. The major aspects of this might include the following: The degree of structure, sharing, and punctuality in the home activities. This involves clear planning for work and play, the sharing of duties and household chores among family members, and an emphasis on responsibilities completed on time. While it is to be expected that younger children will not be required to do the same task as older children, each one should have some share in the home activities.

Emphasis on regularity in the use of time and space in the home is another process characteristic of work habits of the family (Bloom, 1981). Priority needs to be given to schoolwork, reading, and other educational activities over television and other recreation. It is also important to provide a place for study and reading at least at those times when members of the household are expected to engage in such activities. Lastly, a sufficient amount of time needs to be given to schoolwork, reading, and other educational activities.

Academic Guidance and Support

School learning is a long and difficult process for most students. Unless there is a great deal of support and encouragement, students find it difficult to maintain their

interest in and commitment to learning. Almost every student encounters some very difficult problems in particular aspects of learning or in some of the learning tasks. Without someone to help students over these special difficulties, they may despair of their ability to learn. It is typically in the home that children get the encouragement and help they need for difficult learning problems that they encounter (1981).

Dave (1963) and Bloom (1981) found that homes differ greatly in the amount of encouragement and support they give students and someone in the home, school, or the community needs to provide the support each student needs at some time, or the student may find school to be a difficult and unrewarding place to be.

Several kinds of guidance and support can be provided in the home (Bloom, 1981) such as frequent encouragement and praise for good schoolwork. It may include speaking approvingly to others about what the child has accomplished and drawing the attention of the family and friends to some accomplishment of the student in school. It may also include small gifts and rewards related to something the child has done well. Parental knowledge of strengths and weaknesses in the student's school learning and supportive help when it is really needed is another process characteristic of academic guidance and support (Bloom, 1981). This includes detailed knowledge by the parents of what the student is learning in each school subject, the

student's special strengths and weaknesses in each subject, and encouragement of the student to do his best. It would also include assisting the student on learning problems when it is necessary, and may include some supervision over the student's homework, study, or schedule of activities, as needed. Availability of a quiet place to study with appropriate books, reference materials, and other learning materials is the final process characteristic of academic guidance and support (Bloom, 1981). Each student needs a quiet place in which to study, a desk or table at which to work, and books, a dictionary, and other reference materials. The emphasis needs to be on the use of these rather than on their quality or their mere presence in the home. While all homes may not be able to supply a separate room and a great variety of learning material, almost all homes can provide a place for children to work and a quiet time during which students are expected to devote themselves to study or reading.

Stimulation to Explore and Discuss Ideas and Events

There is much learning that takes place outside of the school (Bloom, 1981). While some of this learning may be related to learning that takes place in the school, it is not organized by school subjects and is less formal. It is usually related to the activities of other members of the family; to conversations and other interchanges within the family; to games, hobbies, and special interests of family members; and to shared activities of the family in play,

reading, and visits to libraries, museums, concerts, and other cultural activities. According to Bloom (1981), the aforementioned are different from the teaching in the school in that they take place as the occasion presents itself and they seldom involve planned teaching by one member of a family for another. Family members need to share interests in hobbies, games, and other activities which are educational in value. The aforementioned are other process characteristics of the variable stimulation to explore and discuss ideas and events (Bloom, 1981).

Family use and discussion of books, newspapers, magazines, and TV programs are also process characteristics of stimulation to explore and discuss ideas. Ideally, members of the family need to jointly participate in reading activities and discuss ideas, views, and subjects included in the reading. Daily events, news, and selected television programs can stimulate members of the family to explore and discuss matters of great significance. It is especially valuable if all members of the family are able to take part in these discussions and exchanges. What is most important is that all family members have an opportunity to express and share their concepts and points of view with others. These discussions need to take place frequently and informally (Bloom, 1981).

Frequent use of libraries, museums, and cultural activities by family members are final process characteristics of this variable (Bloom, 1981). Ideally,

each member of the family should have a library card which is used frequently. The family needs to plan visits to museums, zoos, historical sites, and other stimulating places. In addition, music, art, plays or films, and other cultural activities need to be shared by the family and discussed. If family members cannot visit such places of interest, they may select and discuss particular TV programs which serve the same purpose.

Language Development in the Home

Much of the learning in the school or community is based on the use of language (Bloom, 1981). It is largely through listening, reading, talking, and writing that one learns the subjects in schools. These same language skills are the means by which one learns about and uses ideas, topics, and events outside the school. Additionally, language is used to store ideas in the mind, to recall them when one needs them, and to share ideas and feelings with others. According to Bloom, all individuals at any age need to constantly improve their language and to use it more effectively.

The home is where the child first learns language and it is the one place where there is the greatest opportunity to enlarge and enrich language (Bloom, 1981). The learning of language and its use in the home includes family concern and help for correct and effective language usage. Family concern and help for correct and effective language usage are process characteristics of language development in the

home. According to Bloom, the family can give great support for the child's or adolescent's development of correct and effective language usage through help or emphasis on good speech habits. Also, family members can help the child to use the correct words and phrases needed to communicate with others. Where possible, family reading needs to be emphasized and the dictionary should be one of the most frequently used books in the home. Each student needs a constantly changing list of words to be learned and used correctly for the enlargement of vocabulary and sentence patterns. Members of the family having some opportunity to talk about the day's events at the dinner table or at some other daily occasion when the family gathers together is the final process characteristic of language development in the home (Bloom, 1981). Each individual, according to Bloom, can communicate thoughts and feelings through an expanding and accurate use of the spoken language.

Academic Aspirations and Expectations

The home is usually the place in which children secures the motivation to learn well and to aspire to an education and life-style which will serve them well in the future (Bloom, 1981). Typically, it is the parents who support and encourage each child at the different stages in educational and cultural development. Each person needs the support and encouragement of others to reach for higher goals in education and personal development. While it is usually the parents who are most central in this support, other members

of the family may also provide some of this encouragement. There are several ways in which this can be done. Parents need to know the child's current teacher(s), what the child is doing in school, the subjects being studied, and the learning materials being used. Parents need to be interested in knowing about and sharing current school learning with their offspring. Also, parents need to know how well the student is doing and the subjects in which progress is good, as well as the subject where special support may be needed. Parents active involvement in the student's educational attainment is the first process characteristic of academic aspirations and expectations.

It is usually the parents who set the standards for the student's learning in and out of the school (Bloom, 1981). This includes the quality of the work the student is expected to do, as well as the grades to be attained. However, parents need not only to set the standards, but also to provide the support and even the direct help the student needs when they do not meet these standards. This typically requires constant attention and communication, rather than only a monthly or yearly review of how well the student is doing in school. Parents setting standards for in and out of school learning is another process characteristic of academic aspirations and expectations.

It is the parents who help the student aspire to a high level of education and vocation (Bloom, 1981). Parents communicate the level of education and occupation they would

like their offspring to aspire to in frequent discussions and plans for the future. They should help the student make plans for high school and college to help them see the present learning in relation to such future goals.

Frequently, parents should encourage the student to make friends with other students who are serious about education and who have similar long-term goals and aspirations. It is also the parents who should make the sacrifices of time and money for these aspirations. Parents assisting students to aspire to a high level of education and vocation is the final process characteristic of academic aspiration and expectations.

Support of Home Educational Environmental Variables

The following section includes research providing support for home educational environmental variables in this study. As mentioned previously, variables included are work habits of the family, academic guidance and support, stimulation to explore and discuss ideas and events, language development, and academic aspirations and expectations

Work Habits of the Family

Symonds (1926) and Battle (1926) have found significant differences between the study habits of high and low achievers. According to both, the cultivation of studious habits is a prerequisite for academic achievement. Symonds (1926) found industriousness, punctuality, minuteness, and

perseverance to be habits among high achievers.

Battle (1926) and Clark (1983) observed that the internalization of higher values in life and the formation of good habits consequent to them differentiate significantly between high and low achievers. Most of these habits have their origin in the home. They are likely to be related to more general work habits in the family, and to the degree of structure in the management of the home (Dave, 1963). Similarly, Baldwin, Kalhorn, & Breese (1945) pointed out that habits reflect the environment, and they are acquired as a result of the demands of the environment.

Bernstein (1960) observed that the child in the middle class and associative levels grows up in an environment which is managed with the space, time, and social relationships explicitly regulated within and outside the family group. Also Bernstein observed that the variety of roles that a child has to play in a well-managed home appear to be crucial in developing flexibility and quickness in work which, again, are viewed as prerequisites of successful learning. Therefore, the general work habits of the family, and the values and priorities attached to different routines are likely to influence study habits and academic progress of the student.

Academic Guidance and Support

Educational achievement is dependent on the nature and kind of experiences received by the student. The immature student or one behind in skills may need some help in the

study of different subjects, but the meaning of academic guidance is wider than just helping the student in the home assignments or tutoring in school subjects. It includes an awareness of the parents and the parents rewarding the educational progress of their children, helping them in appraising their own strengths and weaknesses, providing suggestions for the nature of work necessary for balanced educational progress, and developing in them a sense of accomplishment (Dave, 1963). Similar to these findings, Strang (1938) pointed out in an earlier study that guidance consists chiefly in studying the previous development of the child, appraising it, and making the environment more conducive to effective socially useful learning. In addition, it also consists of showing them or helping them to discover themselves. Similarly, Leonard (1952) concluded from his study that in order to develop positive behavior of the child it is necessary on the part of the parents to show confidence in student's abilities, to encourage initiative, to give them freedom and responsibility, to give them ways to help, and to enjoy their growing skills. Regarding encouragement, several studies have pointed out the significance of parental encouragement having an effect on their offspring's educational attainment; Duncan, Featherman and Duncan, 1972; Wilson and Portes, 1975; Woelfel and Haller, 1971. Another aspect of guidance which can be developed through the home according to a study by Witmer and Kotinsky (1953) is the development of a sense of

accomplishment in the child. According to Dave (1963), this is similar to the development of industry, which is the fourth stage of Erikson's classification of human development and which normally spans the period from the age of six to eleven years. The lack of adequate development of the stage of industry (or accomplishment) results in the development of inferiority. The home, according to Dave (1963), can play a significant role in the development of the sense of accomplishment in the child, which is a prerequisite to educational progress. In the category of rewards, one of the present learning theories being promoted is the reward system. This concept emphasizes that appropriate behavior becomes associated with satisfactions and thus becomes habitual (Lindgren, 1980). Lastly, the importance of educationally relevant materials in the home has been supported in other studies of family environment-child performance relationships for nonhandicapped (Elardo, 1975; Henderson, 1981; Riccuitti, 1977; Shipman, 1976) and handicapped students (Meyerowitz and Faber, 1966; Nihira, Meyers, & Mink, 1980). The finding that was of particular importance was the evidence supporting the importance of educational resources within social classes. Shipman (1976) found that within a low-income sample of families, the greater availability of material resources was associated with higher scores on measures of academic achievement.

Stimulation to Explore and Discuss Ideas and Events

The nature and quality of activities of the family

determine the quality and variety of experiences the child can receive from an early age. The activeness of the family or stimulation to explore promoted by the family is particularly useful in exposing the child to a variety of external stimuli which may result in the expansion of the general experiential world. The experiences obtained by the child through the activities of the family will likely produce a compound effect on educational development (Dave, 1963). Moreover, Dave stressed that the nature of family activities will determine the extent of educationally useful experiences received by the student. Piaget (1952) pointed out that experience is not reception but progressive action and construction. According to Strang (1938), an important contribution of previous experience to learning is its influence in changing the way the situation is perceived. Goodman (1976) and Smith (1982) pointed out from their studies that reading involves the instantaneous recognition of written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. Moreover, it has been pointed out that limited experience limits comprehension by the student. Similarly, Atwell (1985), in her effort to promote writing skills, found that it was necessary to utilize individual writing conferences allowing for individual comprehension levels to increase writing skills as well as self-esteem and motivation. Lipset (1963) observed in his study that students from families with few

experiences were less apt to participate in organizations, read fewer magazines and books regularly, and possessed less information on public affairs. In a study by Warner (1944), it was observed that children of the educated come to school with a lot of knowledge that others lack. Also it was observed that this was one of the reasons why they found the school work rewarding, stimulating, and interesting.

Baldwin et al. (1945) studied the patterns of parent behavior and found activeness of the home as one of the important variables. The activity level of the home, its quickness and alertness, and the contact between the child and the parents were some of the specific aspects of the parent behavior that they found to be vital in the intellectual, educational, and personality development of the child or adolescent. All the above evidence suggest that activities of the family through which the child is exposed to a variety of experiences determine general information, perceptual development, and the ability to profit from formal learning.

Conceptual Thinking

It has been shown by Baldwin et al. (1945) and Piaget (1952) that conceptual thinking and simple problem solving skill begin to develop during the early preschool period. Nelson (1936) observed that children as young as three years have the ability to use a simple form of rational learning, and they can discover the rational organization of the learning problems with which they are confronted. These

evidences suggested that the higher cognitive processes and mental skills which are extremely important to learning begin to develop at a very early age, much before the child begins to go to school. Therefore, the intellectuality in the home, the kind of complex and challenging environment provided to the child in the home, contributes to the development of these abilities and skills. The influence of the home in this respect can continue after the child begins schooling (Dave, 1963).

Although the development of these processes are partially dependent on maturation, Baldwin et al. (1945) observed the complex and challenging environmental situations that accelerate the process of stimulus-induced maturation. The thought provoking situations presented to the child by the home environment through toys, games, hobbies, and other activities are likely to contribute to the development of the higher mental processes and skills.

In a study by North (1926), it was found that lower status families isolate themselves from the heterogeneous environment, resulting in limited sources of information, retardation in the development of efficiency in judgement and reasoning abilities, and confinement of attention to more trivial interests in life. Baldwin et al. (1945) stated, based upon their observations, that if stimulation or challenge is not presented, then the child does not grow. The end result is a retarded child or an adult with unrealized potentials. Finally, according to Bruner (1962),

the intellectuality of the home environment determines the extent of stimulus-induced maturation and development of mental skills including conceptual thinking, problem solving, and transformation of material.

Learning Theory

One of the American learning theories that has been widely accepted is the concept that theory should grow out of practical experience (Lindgren, 1980). In other words, it has been found that theoretical principles have more meaning for students who have had to cope with or have been exposed to some of the problems to which theories are supposed to apply. According to Lindgren, people who have had direct experience with certain processes or materials see theoretical principles quite differently than do those who have not had such experiences. Parents can be instrumental in providing such experiences via the library, museums, travel, etc. (Dave, 1963).

Socioeconomic Status

A good body of evidence has suggested that there are significant differences between the home life of lower class children and that of middle and upper class children which impact upon academic achievement in traditional school settings. For example, sociologists have long known that child rearing practices differ by social class (Kohn, 1969, 1976; Sieber & Wilder, 1967; Whimbey, 1974; White, 1973; Yellin and Koetting, 1990). Collectively, these studies argue that middle class parents reward and foster those

qualities valued by the school system such as curiosity, initiative, and independence which in turn lead to higher academic attainment for their children.

In a study by Levine and Havighurst (1984), it was found that the middle and upper class child is more likely to be exposed to and experience the beauty and potency of print through books, magazines, and newspapers. It has been pointed out that these are not only sources of reading matter, but also the catalysts for family discussions that develop the conversational routines and responsive talk valued in school (Snow, Dubber, and DeBlauw, 1982).

Graves (1987) in his approach to critical literacy, saw knowledge as something to be understood and analyzed within the forms of experience that students brought to schools. Student experience was considered to be a central aspect of teaching and learning and has to be dealt with in its particular context and specificity. Moreover, the nature of learning itself was linked with dreams, experiences, histories, and languages that students brought to the schools.

Studies have shown that family life exerts a lasting influence on children and that parental examples influence school success (Bullock, 1986; Coleman, 1966). This lasting influence can be most advantageous to students if parents would promote the stimulation to explore and discuss ideas and events. In agreement with the above findings, Lamme (1981) pointed out that parents are encouraged to do things

with their children that will cultivate exposure to books and a variety of reading experiences.

Language Development in the Home

The importance of the acquisition of language cannot be overemphasized. Bernstein (1960), Bruner (1956), and Milner (1951), have shown the significance of language facility in educational development. More specifically, after Bruner's (1956) study on "How Students Best Learn," a system of cognitive development was designed. Bruner proposed that thinking develops in three stages which he described as (1) enactive (sequence action), (2) iconic (image), and (3) symbolic (words). In the enactive stage of development, events are represented through motor responses, in the iconic stage of development, events are represented through mental images, and in the symbolic stage, events are represented through design features or words. Of particular importance relating to language development, is the symbolic stage of learning. According to Bruner, if properly developed, this stage of development promotes useful coding and allowance for categorizing concepts and thought processes. In addition, Berlyne (1963), Carroll (1960), Jensen (1965), Luria (1960), and Vigotsky (1962), pointed out from their study that as children develop more complex language, they become more able to perceive aspects of their environment, to abstract such aspects and to fix them in memory, and to gain considerable control over the environment through the use of language. Also, the frequent

use of language in relation to the environment and the people in it enables the child to use words and language as tools for thought. It was further pointed out that as children become able to use language to express their own emotions, intentions, and desires, they are able to consider alternatives with regard to their emotions and to develop ways of delaying the gratification of their desires. Finally, it was pointed out that children develop their ability to compare, differentiate, and abstract aspects of the environment as well as their own thoughts and emotions. According to the authorities listed above, the child in the culturally advantaged home is given a great deal of opportunity to use language in the more complex ways, while the child in the disadvantaged home has less opportunity to develop in this way.

Bernstein (1960) found in studying different aspects of language and learning as they relate to social class, that children of the higher social class spoke formal language which was well developed and expressive. More complex sentences, more conjunctions, and a variety of prepositions were used. Children of the lower social position, on the other hand, spoke public language, which was comprised of short, and often incomplete sentences and phrases. They used less complex sentences and a limited number of prepositions and their language was less idiomatic. The differential language among these groups influenced their intellectual, scholastic, and personality growth.

Blanton and Blanton (1927) pointed out that children carry through life not only the language of the group in which they are reared, but also, to a certain extent, the language of the individuals who care for them most constantly through the first years of life. If this person is the mother, the child is likely to have her accent. It was therefore concluded that language usage of the person rearing the child is most influential on the child's language development.

Many of the important developments in verbal skills take place almost entirely before the child begins school. Wellman (1940) pointed out that, when a child is two, only about 32% of their sounds are correctly articulated. At three, this becomes 63%, at four, 77%, at 6, 89%. Davis (1937), in a study that included twins as well as single children, found that at age five and one-half years, 70% of the children made no mistakes in articulation, and at six and one-half years old, 91% have essentially perfect articulation. In addition, Nice (1925) observed that complete sentences arrive at about four years and are marked by sentences of six to eight words, the use of inflections, and a generally more definite and precise use of language.

After the child begins formal schooling, the home continues to be one of the important environments for the child's development of vocabulary and language usage. It was found by Milner (1951) that the verbal interaction between their offspring at the dinner table and in other

informal situations had a significant effect on the development of their reading ability in the initial grades. Therefore, the language models to which the child is exposed in the home produce a lasting effect on the verbal development of the child, which, influences his accomplishments in practically all areas of academic learning. The report, A Nation at Risk by the National Commission (1983) and Goodlad (1984) pointed to the centrality of language in education. It was stressed that without language facility, students may face failure. Additionally, students who come to school with rich backgrounds in language are more likely to succeed. They progress with less difficulty in both reading and writing. Conversely, those students going to school without this rich background of language may struggle in our present educational system.

Academic Aspirations and Expectations

Many studies have revealed the influence of motivational factors on educational achievement. It has been shown that the home plays a very important role in motivating students toward learning, expecting certain standards of achievement, and consequently exerting on them what Dave (1963) and Bloom (1981) called the achievement press. McClelland (1953) carried out intensive research on need achievement. It was concluded that the data strongly supported the hypothesis that achievement motives develop in cultures and in families where there is an emphasis on the

independent development of the individual. In contrast, low achievement motivation is associated with families in which children are more dependent on their parents and subordinates in importance to them. Stendler (1950) studied the attitude differences among the parents of grade one children, and found that the variation in achievement among children was related to factors such as parental aspirations for the child, parental reception of the report card, and preparation for school.

According to Dave (1963), the parental aspirations for the education of the child are generally reflected in the long-term goals, and in the selection of the activities which have long-term rewards. In a study by Lipset (1963), it was observed that many lower class people had limited time perspective and short-term goals that bring immediate pleasures. In addition, middle class people tended to participate in activities which had higher goals and long-term rewards.

Some sociological determinants of perception which have great implications for the educational development of the student was studied by Bernstein (1958). It was found that students in the middle class structure is socialized within a formally articulated structure. Behavior is changed by and oriented to a clear set of goals and values which creates a more steady system of rewards and punishments. The future, for this group, was conceived of in terms of the educational and emotional life of the student. The student

was seen as growing up in an ordered rational structure in which the sum experiences were organized from an early age. This total experience was referred to as the means by which the ends (the future) is obtained. In addition, students in middle class families grew up in an environment that was precisely and extensively controlled; space, time, environment, and social relationships were carefully planned and regulated within and outside of the family group.

According to Dave (1963), if pressures applied by the home upon the child are congruent with those exerted by the school, then reinforcement occurs between the two. The lack of congruence, on the other hand, between them creates a situation of cross-pressures and may result in the reduction of achievement. Dave also asserted that such an environment includes, in particular, supporting social and intellectual pressures in the same direction as those exerted by the schools.

Floud's (1961) observation was that the parental attitude created social differences in the educational performance of children at the same level of general ability.

According to Sears and Lewin (1957), the standards of rewards and expectations held by the parents exert pressures on the child and influence goal setting responses in achievement. The levels of aspiration of pre-school children studied by Sears and Lewin revealed that the child who chooses tasks for social and parental gratification and

reward chose to operate at a lower level of ability by choosing simpler tasks where success was easily attainable. But when parents set a high level of tasks for reward, the child tended to operate at a higher level of ability. In summary, when parents tend to reward achievement which is higher than average, the child tends to establish a higher goal for achievement. Where parents do not make such comparison, the child pursues a lower goal.

Regarding the development of the levels of academic aspiration for educational attainment, Anderson (1955) revealed in a study that by the age of eight the child's level of aspiration closely resembles the adult's. It was also found in a similar study that there were no differences between eleven-year old children and adults in terms of aspiration.

Kahl (1953) found in an intensive study of processes related to educational ambitions of children belonging to lower and middle levels of status range that parents who believed in the value of getting ahead started to apply pressure from the beginning of their offspring's school career. They encouraged high marks, they paid attention to what was happening at school, they stressed that good performance was necessary for occupational success, and they suggested various occupations that would be good for their offspring. As a result, the offspring reached high school with a markedly different outlook from those students who were not encouraged. Those encouraged students had

educational goals to match their occupational goals, they worked harder in school, and thought more about the future.

In the United Kingdom, the Plowden Report (1967) described children and their primary schools. Supported by massive statistical data and extensive interviews with parents, it identified parental interest in a child's education as the most important single influence on academic progress. It was further pointed out that education is concerned with the whole person, and therefore, it must be concerned with the whole family.

In the United States, the process of obtaining an education involves coordinating decisions in many areas to include curriculum placement, curriculum choice, participation in extracurricular activities, and post secondary school choice. Successful navigation of this complicated system, according to Baker and Stevenson (1986), is partly reliance on parental assistance. It was pointed out that ineffective parental help may cause a student to feel overwhelmed and as a result drop out of school.

A study to assess predictors of aspiration of gifted students (Benbow, Walburg, and Arjamand, 1991) revealed that the home environment served as a potent predictor of future educational aspiration. This finding is in agreement with previous evidence that revealed positive impacts of the home educational environment. It has been noted that highly gifted students, and any student, will not achieve at their level of capability if their talents are not nurtured

properly. The proper nurturing needs to be provided by the home environment.

Lastly, evidence from status attainment research has revealed that high educational aspirations of parents are associated with high aspirations in students (Shavit, 1991).

Correlating Home Educational Environmental Variables

Using the home educational environmental process variables and the total score on a battery of school achievement test, the study by Dave (1963) for fourth and fifth grade students, found an overall high correlation of $+0.80$. This correlation when squared was 64%, meaning that 64% of the variance in academic achievement was due to effects of the home educational environmental variables. Wolf (1964), utilizing the same method, found similar results. Additionally, Dave and Wolf studies replicated by Marjoribanks (1979) and the International Studies of Educational Achievement (IEA) (Walker, 1976) revealed similar results. Lastly, Bloom (1981), using a slightly modified version of the Dave scale, found in his study a significant correlation of $+0.65$.

Although somewhat different from the previous routes of assessing the relationship of the HEEV and academic achievement, several studies have revealed the importance of the home and its influence on achievement. Jencks (1972) found that variations in what children learn in school depend largely on variations in what they bring to school,

not variations in what schools offer them. Leading the way in research into whether schools in the United States provided equality of educational opportunity for children, the report by Coleman (1972), researching obvious differences between the most advantaged schools and the least advantaged school, found that it is the family backgrounds, rather than the school inputs, that most strongly accounted for differences. Coleman stated that schools do not constitute an important enough modification of the child's environment to interrupt the family process and that, in the absence of school, the family process would be expected to show the same constant correlation with achievement. The six major findings include:

1. Family background has great importance for achievement;
2. The relation of family background to achievement does not diminish over the years of school;
3. Family background accounts for a substantial amount of the school-to-school variation in achievement and, therefore, variations in school facilities, curriculum and staff can only have a small, independent effect;
4. There is a small amount of variance explicitly accounted for by variations in facilities and curriculum;
5. Although no school factor accounts for much variation in achievement, teacher characteristics

account for more than any other;

6. Attitudes, such a sense of control of the environment, or a belief in the responsiveness of the environment, are strongly associated with achievement, and appear to be little influenced by variations in school characteristics (p. 13).

These findings were critically reviewed by Marshall Smith (1982) who affirmed and strengthened the overall conclusion of the report. Similarly, Clark (1983) in his study on families and success in school, found that competent learners develop academically by certain success producing patterns that occur in the home regardless of socioeconomic status of the family or the family's constellation. By using subjects of the same ethnic group, social status, geographic setting, and both intact and single families, Clark was able to reduce confounding effects of the family constellation. Those success producing patterns that influenced high achievement and that are similar or the same as those considered educational environmental process variables include:

1. Frequent school contact by parents.
2. Parents expect to play a role in offspring's education.
3. Parents expectation of the child.
4. Clearly established boundaries.
5. Firm consistent monitoring of education.
6. Liberal nurturing provided (p.74).

Becher (1984) found that there are several key family process variables or ways of behaving that are clearly related to student academic achievement. Students, according to Becher, with high achievement scores have parents with high expectations for them, who respond to and interact with them frequently, and who see themselves as teachers of their children. Parents of high-scoring students also were seen as using more complex language, provide problem-solving strategies, acting as models of learning and achievement, and reinforcing what their children were learning in school.

And finally, Walburg (1984) postulated a curriculum of the home that predicts academic achievement. It included parents and children conversing about everyday events, parental encouragement, discussion of leisure-time reading, joint monitoring and analysis of television viewing, and parents expressing affection for their child and interest in their academic, as well as personal growth.

Influence of HEEV on Academic Achievement of Adolescents

Families not only have a strong impact on the intellectual, emotional, and social development of infants and young children, but they also powerfully affect the ongoing development of older children, adolescents, and even adults (Eastman, 1989). Berger (1989) further supported this statement when she pointed out that parents who are aware of their roles in the educational development of their

adolescent children promote the successful completion of their formal education. In addition, it was pointed out that parents are the one continuous force in the education of their children from birth to adulthood. In a longitudinal study by Walburg and Marjoribanks (1976), it was found that home educational environmental variables contribute significantly to cognitive development. The results of this study, which included adolescents, suggested that adolescents may benefit as much as younger children from a stimulating family environment. Moreover, a stimulating family environment for several years is likely to lead to some enhancement of cognitive development.

Responsibilities of Parents

Keeping the previous points in focus, the 1980's brought about a belief change. Parents, unlike in the past, are encouraged to help their children learn, but are cautioned to use the productive techniques. We have been reminded that children learn best when they are actively involved. The idea of home-school cooperation does not include viewing the parent as a taskmaster intent on forcing the child to learn. Instead, the parent is viewed as a responsive, alert facilitator (Berger, 1989).

Suggestions provided by Berger for both regular and exceptional students on how to promote success, which are similar to Bloom's upgraded version of Dave's scale and are related to the responsibilities of parents outlined by Epstein (1988), include the following:

1. Use a pleasant, firm approach, one that says, "Yes this must be done, and we'll do it as quickly as possible."
2. Set up a reward system. It was pointed out that no one will work at a job we do not receive satisfaction from or get paid for. Our praise and approval is the students' pay for doing a job well. If scolded all the time, it is unlikely students will want to work for another scolding.
3. Work, play, and rest should be included in everyone's life. If we do too much of one, the other two will suffer. Parents are the best persons to determine how to keep this balance.
4. Communication with children is an important way children learn their language, and they must be given opportunities to practice using their skill.
5. Enrichment activities should be provided to help increase your children's knowledge by taking them places such as zoos, libraries, or airports. Educational television programs should be used as a learning tool and as a means of providing the opportunity of discussion and communication.
6. Good work habits should be promoted by scheduling homework times, providing a well-lighted place to study that is quiet with room for books and study aids (p.59).

Summary

This chapter presented the theoretical foundation for the proposed study and includes the review of the literature. Previous findings support both the influence of heredity and the environment as contributors of academic achievement; however, it is the environment that is of interest in this present study.

The review of literature in this chapter reiterates the importance of parent involvement in student's academic achievement. It has been consistently found that implementing variables that promote academic achievement produces the greatest amount of variance in academic achievement than other variables such as income and SES of the family.

Variables promoting academic achievement include work habits of the family, academic guidance and support, stimulation to explore and discuss ideas and events, provisions for language development, and promotion of academic aspirations.

CHAPTER III

METHOD AND PROCEDURES

Introduction

This chapter includes characteristics of subjects involved, interviewer information, instrumentation, design of the study, pilot study, procedures, and the data analysis used.

Subjects

Thirty parents of secondary adolescent students labeled seriously emotionally disturbed (SED) from a midwestern middle urban public secondary school system volunteered to be interviewed in the present study. Parents interviewed consisted of 27 mothers, 1 single father, and 2 mother and father combinations. Also parents interviewed were categorized as being in the low or middle income level status. Using parent volunteers for this study was necessary in that the nature of the parents' and students' status is sensitive to most parents and, in addition, releasing information on these students is illegal.

Students ranging from ages 12 through 16 were involved only to the extent that their academic achievement scores were compared with the index of the educational environment

ascertained through parent interviews, students' grade point averages were correlated with academic achievement scores of students, and mean test scores of early and middle adolescent were compared to assess whether significant differences occurred. These students included 27 males and 3 females enrolled in self-contained classrooms with individualized educational programs (IEP'S).

Interviewer

The interviews were conducted by the researcher. Training for interviewing included reading information regarding the techniques of an interview (Gay, 1981). Other books consulted included Research Methods for Needs Assessment (Nickens, Purga, and Noriega, 1980) and Needs Assessment (Neuber, 1980). In addition, a pilot study was carried out for the purpose of testing hypotheses and to determine the feasibility of the proposed research procedures and interview questions selected.

During both the pilot study and the study under consideration, parents were interviewed by the researcher using an audio-cassette with parental permission, so as to set the interviewees at ease and as an avenue of obtaining true responses rather than parents responding based on how the interviewer marked answers.

Instruments

Peabody Individualized Achievement Test-Revised (PIAT-R)

The Peabody Individualized Achievement Test-Revised (PIAT-R) (Markwardt, 1989) was the test used by the school psychologist to assess student academic achievement scores. Its content include the assessment of general information, mathematics, reading recognition, reading comprehension, spelling, and written expression. The purpose for the use of the PIAT-R is that this is the best available assessment instrument of academic achievement for SED students in this particular school district.

The resulting scores from this test were used to assess whether there was a relationship between academic achievement of students and their home educational environment, the level of academic achievement of the student and income level of parents, the level of academic achievement of students and SES of their parents, and lastly, the level of academic achievement of students and their grade point average.

An extremely important aspect of the PIAT-R involves the test being designed to capture and hold the interest of subjects of both sexes across a broad range of ages, intellects, and cultural backgrounds. This test was standardized on a national sample of 1,563 subjects representative of the total school population in sex, grade, race or ethnic group, geographic region, and parental socioeconomic status.

The reliability and validity of the PIAT-R have been proven to be acceptable; this information can be ascertained by referring to the PIAT-R Manual by Markwardt, (1989).

Environmental Processes Scale

The instrument used for the purpose of assessing the home educational environment variables was one previously developed by R.H. Dave (1963) and revised by Benjamin Bloom (1981) and accepted by the Study Group on the National Assessment of Student Achievement (1981). The Environmental Processes scale included 12 items for parents respond to. The questions required parents to respond to the interviewer as to whether the home educational environment characteristics were almost always realized, sometimes realized, or rarely or never realized. The instrument was used to assess whether there was a relationship between the home educational environment and academic achievement and also as a needs assessment tool.

The following five clusters to assess the home environment that were components of the scale included work habits of the family, academic guidance and support, stimulation in the home, language development, and academic aspiration. The clusters ascertained the succeeding information: work habits of family- the degree of routine in the home management, the emphasis on regularity in the use of space and time, and the priority given to school work over pleasurable activities; academic guidance and support - the availability and quality of the help and encouragement

parents give the child for their schoolwork and the conditions that are provided to support the student's schoolwork; stimulation of the home- the opportunity provided by the home to explore and discuss ideas and events; language development- opportunities in the home for the development of correct and effective language usage; and academic aspirations and expectations- the parents' aspirations for the student, the standards they set for the student's school achievement, and their interest in and knowledge of the child's school experiences. Scores in these five clusters were simply totalled and correlated with the total achievement scores. The purpose for pursuing this route is that using the Pearson R correlation assessing whether positive or negative relationships exist, the cluster avenue to assessment yields results that are not significantly different from assessment of total scores. Reliability of the instrument was established by Bloom (1981), Dave (1963), Lardizabal (1985), Marjoribanks, (1979), Walker (1966), and Wolf (1964). The acceptance of the hypothesis that the correlation between educational achievement and the home educational environment variables is greater than educational achievement and sociological characteristics of social class, occupation of the father, and education of the parents (Dave, 1963) established construct validity of the instrument. Content validity was established by way of expert judgement (Bloom, (1981), Dave (1963), Marjoribanks, (1979), Meyerowitz, (1979), Wolf

(1964).

Sociodemographic Scale

The sociodemographic status of families was calculated using a socioeconomic demographic scale which assessed parents' educational level, income status (social class), and occupational status.

Design

To obtain the Index of Educational Environment (IEE) of the home for the purpose of ascertaining whether relationships existed between the educational environment of the home and academic achievement an interview of the parents was conducted. In addition, demographic information was gathered regarding parent's educational, occupational, and income levels for the purpose of investigating whether there was a relationship between income and/or SES of the family and academic achievement. Academic achievement scores were averaged for the early and middle adolescent for the purpose of seeking whether parents of either group utilized home educational environmental variables any more than the other group. Lastly, the responses given by parents during the interview were used to make a judgement as to whether parents in this population are in need of being made aware of the variables that promote academic achievement and the importance of implementing them on a consistent basis. Each of the aforementioned is a descriptive method of either collecting,

comparing and/or evaluating data.

Independent and dependent variables included in this study are as follows: Independent variables include the home educational environmental variables, the early and middle adolescence, low and middle income status, SES status, and lastly grade point average for hypotheses one through four. The dependent variable is the academic achievement of the students involved for hypotheses one through five. The descriptive portion of this study includes giving a detailed description of specific needs assessed from the scale used on variables that promote academic achievement and demographics of subjects involved.

Pilot Study

A pilot study, which included six parents of previous students, was conducted to determine the feasibility of the proposed research procedures. This precaution provided some insight as to approximately how long the interviews would take, how parents would respond to being interviewed via audio tape, ways of establishing rapport with the parents, and some feedback as to how parents felt about questions being asked. The correlational analysis ran during the pilot study yielded a coefficient of .88. According to a correlation table of significance (Gay, 1981), this coefficient is significant at the .01 probability level.

The overall needs assessment findings revealed that 15.27% of the parents almost always promote variables that

promote academic achievement, 36.11% of the parents promote these variables sometimes, and the remaining parents rarely or never implement variables that promote academic achievement. The parents who rarely or never implement the variables that promote academic achievement (48.61%) were found to be the group needing most to be made aware of the importance of those variables that promote academic achievement.

Variables ranging from the most in need of being emphasized to parents include the process variables: regular times for members of the family to eat, sleep, play, work, and study, family visits to museums, libraries, zoos, historical sites, and other places of interest, family discussions about the day's events, student is talked to about the future and planning for high school and college, and about striving for a high level of education.

The next group of process variables in need of being emphasized include: every family member having a household responsibility, school work having priority over play, television, or other work, student has a quiet place to study with reference materials to refer to, members of the family talk about hobbies, games, news, books read, movies and other shows seen, good speech habits being encouraged, high expectation of good quality grades, and lastly, parents knowing current teachers, what the student is learning and what learning materials are being used.

Procedures

The first phase of this study began with a letter approved by the researcher's primary advisor and secondary curriculum director regarding the nature of the study. This letter was sent home with students to solicit parent volunteers for this study. Parents agreeing to participate in the study returned signed letters via their offspring. Parents were then contacted by telephone or home visitation for the purpose of setting a time and place for the interview.

The second phase of the study involved parents being interviewed in their homes and collecting test scores, GPA'S, and SES demographics. Prior to the interview, rapport was established, parents were reminded of the purpose of the interview, assured of their anonymity in the study, and an explanation of the need for a recorded interview was given. The personal interview was then conducted. The interview was recorded via audio cassette to promote the ease of the interview and to avoid influencing anyone's responses. After the interview, parents were informed of the need to collect academic achievement scores and grade point averages of their offspring and permission forms were signed. Parents were also asked to fill out a Sociodemographic scale for the purpose of assessing their educational level, income level, and occupational status.

The third phase included evaluating collected data. This began with totalling academic achievement scores and

interview responses for each student. A Pearson R correlation was then run on the paired scores of each student to test the first hypothesis. The income level of each family was then correlated with academic achievement scores to test the second hypothesis. Following was the correlation of the SES of each family and academic achievement score of each student. To compare differences between mean scores of early and middle adolescent, academic achievement scores of those students in each group were totalled and a t-tests was run. Finally, the responses from the interviews were analyzed and organized into a needs assessment.

Data Analysis

Correlation Method

Hypotheses one through four were investigated using the Pearson R Correlation (Gay, 1981) to assess whether or not relationships existed and to what degree if a relationship existed. The total standard score of the five parts of the PIAT-R Test was tabulated to operate as a single indicator of academic achievement for each student and to function as the dependent or outcome variable. A simple addition of the responses given by parents during the interview was summed to obtain a total score for the Index of the Educational Environment (IEE) and functioning as the independent variable. Computations were run by the Systat program (Wilkinson, 1986). The probability set by Systat was

referred to as well as a correlation table (Gay, 1981) to assess whether the correlation coefficients found by analysis were significant. The result of the data analysis was then compared to the power analysis table by Cohen (1977) to assess whether there was enough power to detect a relationship. The probability level of .05 and .01 were viewed and the finding was that at both levels, the power when using thirty subjects exceeded .99 which exceeded the .85 necessary to detect a difference.

Descriptive Method

Hypothesis five and six were investigated by using the descriptive method. Hypothesis five consisted of comparing means using the t-test (Gay, 1981) to ascertain whether there was a significant difference between the means of each group. The purpose was to make a determination as to whether parents of either group implemented the variables that promote academic achievement significantly different than the other age group. The needs assessment, which was another component of this study, was used to investigate this population in regards to the educational environment of the home. The specific needs assessment approach used in this study was the consensus survey; an approach that attempts to acquire data from each and every member of the population and is usually used when the population is small. Of the survey approaches used in assessing needs, the personal interview is acceptable and was used. McKinney and Oglesby (1971), suggested that the personal interview is

probably the most desirable kind of survey. In studies examined by Gordon (1975), it was found that the personal interview allowed greater flexibility in questioning the respondent and allowed and provided greater control over the interview situation. Gay (1981) pointed out that the interview is flexible, the interview can adapt the situation to each subject, and by establishing rapport and a trust relationship, the interviewer can often obtain data that subjects would not give on a questionnaire. In addition, the interview may result in more accurate and honest responses since the interviewer can explain and clarify both the purpose of the research and individual questions. Finally, as was mentioned earlier, (Bloom, 1986) pointed out the need for an interview to be conducted to assess serious findings between the effects of the home educational environment and academic achievement. To avoid interview bias, asking questions using the same wording as was written was used. Clarification of some of the wording was used when needed. Data analysis of hypothesis six was measured using the frequency distribution, a method common and effective for needs assessments (Nickens et al., 1980).

CHAPTER IV

RESULTS

The purpose of this chapter is to present the results of the statistical analysis of the first five hypotheses and to describe the results of the needs assessment of the sixth hypothesis.

Tests of Research Hypotheses

The focus of this study was to investigate the effects of the home educational environment (independent variable) on academic achievement (dependent variable), to investigate the effects of the income level and SES (independent variables) on academic achievement and to compare means (dependent variable) of the early and middle adolescent. Moreover, the focus was to ascertain whether parents involved in the study were needing to be exposed to the importance of implementing variables that promote academic achievement. The Pearson R correlational method was used to analyze hypothesis one through four, means were calculated and compared using the t-test to analyze hypothesis five, and a frequency distribution was used to analyze hypothesis six involving the needs assessment.

Test of Hypothesis 1

This hypothesis tested whether there was a relationship

between the home educational environment and academic achievement of the entire group. The test of hypothesis one yielded a positive correlation coefficient of .85 ($p < .01$) indicating a significant finding consistent with previous studies. This finding revealed that there is a positive relationship between the home educational environment variables being promoted in the homes of these students and their academic achievement. Table 1 reveals this relationship.

TABLE 1

RELATIONSHIP BETWEEN HOME EDUCATIONAL ENVIRONMENT VARIABLES
AND ACADEMIC ACHIEVEMENT

Academic Achievement	<u>Home Environment</u>	
	Correlation Coefficient	Calculated p Value
	.85	.01*

N=30

*=Significant

N.S.=Nonsignificant

Test of Hypothesis 2

Hypothesis two measured whether there was a relationship between family income and academic achievement of low and middle income families in this study. The finding was a Pearson R correlation coefficient of .31 ($p > .01$) for low and middle families. This finding is consistent with Dave's (1963), Bloom's (1981), and Wolf's (1964) previous findings in that income of parents

contributes very little to academic achievement of students. Table 2 shows this relationship.

TABLE 2
RELATIONSHIP BETWEEN INCOME AND ACADEMIC ACHIEVEMENT

	Correlation Coefficient	<u>Income</u> Calculated p Value
Academic Achievement	.31	.01 N.S.

N=15 low income group and N=15 middle income group.

*=Significant

N.S.=Nonsignificant

Test of Hypothesis 3

The third hypothesis assessed whether there was a relationship between the SES of the family and academic achievement (See Table 3).

The SES used to correlate with academic achievement involved assessing the educational level, the income level, and the occupational level of each family. Table 3 reveals that this relationship is not significant.

TABLE 3
RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SES

	Correlation Coefficient	<u>SES</u> Calculated p Value
Academic Achievement	0.07	.09 N.S.

N=30

* = Significant

N.S. = Nonsignificant

Test of Hypothesis 4

The fourth hypothesis tested whether there was a relationship between grade point average and academic achievement. The finding yielded a significant correlation at the probability level of .01. The correlation coefficient of .64 which states that there is a positive relationship between academic achievement and grade point average. Table 4 reveals this relationship.

TABLE 4
RELATIONSHIP BETWEEN GPA AND ACADEMIC ACHIEVEMENT

	Correlation Coefficient	<u>GPA</u> Calculated p Value
Academic Achievement	.64	.01*

N=30

*=Significant

Test of Hypothesis 5

The result of hypothesis five revealed a nonsignificant difference of 2.231 between the mean scores of early and middle adolescent with $t = 0.097$, $df=12$ and a $p = 0.924$. This finding indicates that there is not a significant difference between the academic achievement demonstrated by the early adolescent and the middle adolescent. Table 5 reflects this finding.

TABLE 5

MEANS AND STANDARD DEVIATIONS OF THE
DEPENDENT VARIABLE OF THE EARLY
AND MIDDLE ADOLESCENTS

Adolescent	Mean	S.D.
Early	341.667	64.47
Middle	339.308	37.203
Mean difference N.S.	2.231	$t=0.097$ $p = 0.924$
N=13 each group		
* = Significant		
N.S.= Nonsignificant		

Test of Hypothesis 6

The needs assessment in this study revealed that out of 360 possible responses on all of the home educational environmental variables in the category of almost always true there were 89 responses which resulted in 23.33 percent of parents in this population are almost always promoting home educational environmental variables that promote

academic achievement, in the category of sometimes true, out of a possible 360 responses, 187 responses were made; which states that 51.94 percent of the parents were emphasizing variables that promote achievement some of the time and in the final category of rarely or never true, out of 360 possible responses, 89 responses were made which was calculated as 24.72 percent of parents who rarely, or never promote academic achievement. The findings in the needs assessment revealed that the majority of parents at (51.94) percent were promoting academic achievement some of the time, 23.33 percent of the parents were promoting academic achievement almost always all of the time, and 24.72 percent of the parents rarely or never promoted academic achievement. Table 6 on the following page reveals the outcome of this needs assessment.

TABLE 6
NEEDS ASSESSMENT FREQUENCY DISTRIBUTION

	Almost always true (+2)	Sometimes true (+1)	Rarely never true (0)
1. Everyone in the family has a household responsibility, at least one chore that must be done on time.	16.6%	46.6%	36.6%
2. We have regular times for members of the family to eat, sleep, play, work, and study.	26.6%	46.6%	26.6%
3. Schoolwork and reading come before play, TV, or other work.	16.6%	43.3%	40.0%
4. I praise my child for good schoolwork, sometimes in front of other people.	46.6%	43.3%	10.0%
5. My child has quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference material.	23.3%	50.0%	26.6%
6. Members of my family talk about hobbies, games, news, the books we're reading, and movies and TV programs we've seen.	23.3%	70.0%	6.6%
7. The family visits museums, libraries, zoo, historical sites, and other places of interest.	6.6%	43.3%	50.0%
8. The encourage good speech habits, helping my child to use the correct words and phrases and to learn new ones.	26.6%	53.3%	20.0%
9. At dinner, or some other daily occasion, our family talks about the day's events, with a chance for everyone to speak and be listened to.	26.6%	53.3%	20.1%
10. I know my child's current teacher, what my child is doing in school, and which learning material are being used.	33.3%	36.6%	30.0%
11. I expect quality work and good grades. I know my child's strengths and weaknesses and give encouragement and special help when they are needed.	20.0%	70.0%	10.0%
12. I talk to my child about the future, about planning for high school and college, and about aiming for a high level of education.	13.3%	56.6%	30.0%
Total	23.33%	51.94%	24.72%

CHAPTER V

SUMMARY and CONCLUSIONS

This chapter includes a summary of the investigations, conclusions extracted from the investigations, and recommendations for future studies.

Summary of Investigations

This study investigated whether the home educational environment of 30 secondary SED students of a midwest middle urban public secondary school system is significantly related to student academic achievement. Secondly, this study investigated whether family income is significantly related to academic achievement. Thirdly, an investigation of whether the SES of the family is significantly related to academic achievement was assessed. The fourth investigation involved whether there was a significant relationship between academic achievement and GPA's of students involved. The fifth investigation involved assessing whether there was a significant difference between the mean score of academic achievement of the early adolescent and the middle adolescent. Finally, the sixth investigation involved ascertaining whether there was a need for parental awareness training based upon the needs assessment. To assess the educational environment of the home, 27 female parents, 1

male parent, and 2 combinations of male and female parents were interviewed. Parents were interviewed in their home at their convenience. Prior to the interview, rapport was established to set parents' minds at ease and to prevent them from viewing the researcher as a threat. Parents were also reminded of the purpose of the study, were reassured of anonymity, and were given instructions on the use of the audio recorder. Afterward, the analysis of the hypotheses took place. Using the audio recorded interviews of 30 parent volunteers and 30 student academic achievement scores taken from the results of the PIAT-R, a Pearson R correlation was run assessing whether a significant relationship existed. A Pearson R correlation was then run and analyzed on hypothesis two which assessed whether there was a significant relationship between the income level of parents and academic achievement scores obtained from the PIAT-R test. The next analysis involved running a Pearson R correlation on hypothesis three assessing whether there was a significant relationship between the SES of the family and academic achievement of the student. An analysis of hypothesis four was then conducted which involved running a Pearson R correlation to assess whether there was significant relationship between GPA and academic achievement of the students. The fifth hypothesis analyzed by a t-test was run to determine whether a significant difference existed between the mean scores of the early and middle adolescent. Finally, the sixth hypothesis was

analyzed utilizing a frequency table method to assess whether there was a need for parental awareness training on variables that promote academic achievement.

Conclusions

Utilizing the data collected in the present study, the following conclusions have been formed based upon the results presented in chapter IV:

Hypothesis one: There is a significant relationship between the home educational environment and academic achievement of secondary severely emotionally disturbed students.

Hypothesis two: There is not a significant relationship between income of the family and academic achievement.

Hypothesis three: There is not a significant relationship between SES of the family and academic achievement.

Hypothesis four: There is a significant relationship between grade point average and academic achievement.

Hypothesis five: There is not a significant difference between mean scores of students in the early and middle adolescent groups.

Hypothesis six: There is a need for parental awareness training to assist some parents in becoming cognizant of the importance of implementing variables that promote academic achievement on a consistent basis.

Discussion

Similar to studies investigated by Dave (1963), Marjoribanks (1979), and Wolf, (1964), the result of the analysis of hypothesis one was significant with a correlation coefficient of .85. Therefore, the hypothesis was rejected. This significant finding further supports that there is a relationship between the home educational environment and academic achievement. Moreover, this investigation revealed that the relationship between the home educational environment and academic achievement exist at the secondary level as well as at the elementary level. Finally, an analysis of hypothesis one revealed that there is also a relationship between the home educational environment and academic achievement with this population of SED students. To summarize the results of hypothesis one, the calculated correlation coefficient of .85 revealed that there is a significant positive relationship between the home educational environment and academic achievement meaning that the more the home educational environmental variables are implemented, the higher the academic achievement of the student regardless of their label. Moreover, the inverse of the previous statement occurred as well as parents promoting the variables only some of the time had students with average academic achievement scores. Using the statistical finding, parents should be made aware of the continual need to implement the home educational environmental variables that promote academic achievement so

that students will obtain the most of their planned educational program.

Investigating hypothesis two, a nonsignificant finding resulted. Hypothesis two was therefore retained. The result of this hypothesis stating that there is not a significant correlation between the income of the family and academic achievement was found to be in harmony with other studies. The insignificant correlation coefficient of .31 revealed that the family income has only a small relationship with academic achievement of students in this population. Using this finding, secondary schools in this district could and should make this information available to parents and should point out ways, possibly via trained parent trainers or school counselors, to use available resources in the home and community that will promote academic achievement.

Regarding hypothesis three, a significant relationship between academic achievement and the SES of the family was not found. The insignificant correlation coefficient of .07 revealed that the small relationship that did exist is too small to bring about a significant change in academic achievement of students in this study. Thus, the income of the family, the educational level of the family, and occupational status of the family have only an insignificant relationship with academic achievement. This insignificant finding is also consistent with previous findings of Dave (1963), Marjoribanks (1979), and Wolf (1964). Thus,

hypothesis three was retained. Parents should be assisted in becoming cognizant of this finding in an effort to assist parents in understanding that their SES only has a small relationship with academic achievement and the SES of the family does not stifle academic achievement.

In testing hypothesis four, it was found that there is a significant relationship between the academic achievement and grade point average. The significant correlation coefficient of .64 revealed that those students whose scores were compared, the higher the academic score a resulting high GPA score occurred. In addition, the lower the academic achievement score, a resulting low GPA occurred, and additionally those students obtaining an average academic achievement score, the GPA was also average. Moreover, the significant finding reveals that there is positive relationship between academic achievement and GPA. Hypothesis four was therefore rejected. In increasing parent awareness, parents could be exposed to the knowledge that the GPA is another indicator of academic achievement and GPA could be used throughout the schoolyear to assess their offspring's academic achievement.

In testing hypothesis five of whether there was a significant difference between the mean scores of the early and middle adolescent, a significant difference between the mean scores was not found. The mean score difference of 2.23 analyzed by a t-test was revealed as too small of a difference to ascertain that the parents in either group

were promoting the home educational environmental variables significantly different than the other group. Because of this finding, hypothesis five was retained.

In testing hypothesis six of whether there is a need for parental awareness training regarding variables that promote academic achievement, it was found via frequency table analysis that 76.66 of the parents are needing to be exposed to the importance of promoting all variables that promote academic achievement on a consistent basis. Therefore, hypothesis six stating that there is not a need for parent awareness training was rejected. In the category of rarely or never promoting home educational environmental variables, one of the variables that parents appear to neglect most often (about 50 percent of the time) is intellectual stimulation, which includes family visits to museums, libraries, zoos, historical sites, and other places of interest. This category would be number one on the list in addressing needs of this group. The next most often neglected category (at 40 percent) is academic guidance where schoolwork and reading come before play, TV, or other work. The categories of work habits of the family include everyone in the family having a household chore that must be done on time; academic guidance; knowing the student's teacher, knowing what the student is doing in school, which learning materials are being used; and parental aspiration which includes talking to students about the future, planning for high school and college, and aiming for a high

level of education. These categories of work habits were third in the most neglected aspects at 30 percent. The following categories of work habits of the family which include having regular times for members of the family to eat, sleep, play, work, study, and academic guidance (having a quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference materials to use) were listed fourth of most importance to address as a need. These two categories were both calculated at 26.67 percent. The category of language development which includes giving family members occasions to talk about the day's events and giving the opportunity to be listened to, encouraging good speech habits, and helping the student to use the correct words and phrases and to learn new ones was calculated at 20.0 percent. This category was listed fifth on the list of importance to be addressed. The category of academic guidance which includes praising the student for good schoolwork and expecting good grades, knowing the student's strengths and weaknesses, and giving encouragement and special help when needed was calculated at 10 percent and was listed sixth on the list of needs to be addressed. Finally, the seventh need to be addressed is the category of stimulation to explore and discuss ideas and events. This category was calculated at 6.66 percent and include members of the family talking about hobbies, games, news, books read, and movies and TV programs the family has seen. During the interviews, simple

observations were made to include recorded responses of the language parents used, apprehension revealed prior to answering some of the interview questions, rationalizations given by many as to why certain variables weren't addressed on a regular basis, and for many, the untidiness of the home. These observations were all indicators that there was a need for some parents to be made aware of the importance of implementing all variables that promote academic achievement on a consistent basis (see table 7 below).

TABLE 7
OBSERVATIONS OF PARENTS AND HOME ENVIRONMENT

Observations	Percentages
1. Poor Language Development of Parents	73.2%
2. Apprehensive Responses to Questions	83.0%
3. Use of Rationales for Poor/lack of Implementation of HEEV Variables	89.9%
4. Untidiness of the Home	86.6%

As the literature and results of this study have suggested and based upon observations of parents of students demonstrating high academic achievement in this study, parent awareness and implementation of home educational environmental variables most of the time assist students in obtaining all objectives designed in their educational

program. The end result of an appropriate education includes students becoming self-reliant, developing strong self-esteems, and becoming productive citizens with the ability to contribute to our society rather than subtracting from it.

Recommendations for Future Research

Recommendations for further study include the following:

1. Assessing whether there is a significant difference between the mean scores of the early and late adolescent and the middle and late adolescent for this type population is the first suggestion.
2. Researching whether there is a relationship between peer influence and achievement using this type of population.
3. Assessing which of the variables that promote academic achievement contribute the most to academic achievement for this type population for both elementary and secondary students.
4. Using the Home Educational Environment processes scale to assess needs of parents of SED students at the elementary level for the purpose of assisting this group of parents in helping their offspring become better students and ultimately better citizens.

5. Ascertaining whether there is a greater population of males in the SED classrooms for other school districts in an effort to correct any possible misplacement error is the final suggestion.

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APPENDIXES

APPENDIX A

PARENT LETTER

April 3, 1991

Parents,

I am a graduate student at Oklahoma State University. As a part of my program, I need to conduct a study. I have chosen to interview parents because of my interest in parent involvement.

I would like to have your permission to interview you about your beliefs on parent involvement. The interview will take 20 to 30 minutes of your time, in your home, and at your convenience.

Students of those parents participating will be give a pizza party the week of May 23, 1991.

For interested parents, please include your signature and a phone number or address for the purpose of setting a time for the interview.

For further information, please contact me at 405/355-7817.

Thank you for your cooperation,

Barbara Green, Graduate student



Barbara Wilkinson, Advisor



APPENDIX B

PARENT PERMISSION FORM

May 16, 1991

Parents,

One way to find out whether parent involvement promotes educational achievement is to compare interview responses to student test scores and/or grades. In order to make this comparison, I need your permission to view your son or daughter's grades and/or test scores.

Names of students and parents will not be revealed in the report of this study; only the findings.

Again, thank you for your cooperation.

Sincerely,

Barbara Green/Graduate student

Barbara Wilkinson/Advisor

Signature

Barbara Green
Barbara Wilkinson

APPENDIX C

HOME EDUCATIONAL ENVIRONMENT PROCESSES SCALE

TABLE 6
NEEDS ASSESSMENT FREQUENCY DISTRIBUTION

		Almost always true (+2)	Sometimes true (+1)	Rarely never true (0)
1	Everyone in the family has a household responsibility, at least one chore that must be done on time			
2	We have regular times for members of the family to eat, sleep, play, work, and study			
3	Schoolwork and reading come before play, TV, or other work			
4	I praise my child for good schoolwork, sometimes in front of other people			
5	My child has quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference material			
6	Members of my family talk about hobbies, games, news, the books we're reading, and movies and TV programs we've seen			
7	The family visits museums, libraries, zoo, historical sites, and other places of interest			
8	The encourage good speech habits, helping my child to use the correct words and phrases and to learn new ones			
9	At dinner, or some other daily occasion, our family talks about the day's events, with a chance for everyone to speak and be listened to			
10	I know my child's current teacher, what my child is doing in school, and which learning material are being used			
11	I expect quality work and good grades I know my child's strengths and weaknesses and give encouragement and special help when they are needed			
12	I talk to my child about the future, about planning for high school and college, and about aiming for a high level of education			
	Total			

APPENDIX D

Sociodemographic Scale

1. What is your marital status?

Single _____
Married _____
Widowed _____

2. What is the highest level of education you and your spouse have completed? Include both parents if applicable.

Mother

Grade School _____
High School or GED _____
College _____
Master's _____
Doctoral _____

Father

Grade School _____
High School or GED _____
College _____
Master's _____
Doctoral _____

3. What is your job or occupation?

Mother's occupation _____
Father's occupation _____

4. What is your yearly income?

Up to 17,999 _____
18,000 - 75,000 _____
75,000 - above _____

2
VITA

Barbara A. Green

Candidate for the Degree of
Philosophy of Education

Thesis: PARENTAL INFLUENCES ON THE ACADEMIC ACHIEVEMENT
OF THE SEVERELY EMOTIONALLY DISTURBED
ADOLESCENT: A NEEDS ASSESSMENT

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Los Angeles, California,
February 19, 1954, the daughter of Cecil and Helen
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Education:

Graduated from R.S. McLain High School, Tulsa,
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Science Degree in Elementary Education from
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Professional Experience:

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